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ABSTRACT

This report is the first of a series focusing on school-linked services, family support programs, and school-family-community partnerships in Rhode Island. The report provides a rationale for school-linked services as a strategy to improve outcomes for children, describes Rhode Island's Child Opportunity Zone (COZ) Family Center initiative, and suggests program and policy implications. Section 1 of the report describes attributes of effective programs for children and families, provides a rationale for school-linked services to promote school readiness and success and improve outcomes for children, and discusses the current state of knowledge about successful school-linked services from family center efforts in other states. This section also presents the guiding principles for the COZ Family Center Initiative; discusses the program foci, including children's learning environments, physical and mental health, economic opportunity, and family support; and describes the incorporation of the Carnegie Corporation Starting Points. Section 2 of the report contains program profiles for 13 communities, with each profile providing information on the population served, the advisory board members, community and school locations, funding levels and sources, program components, contact information, and the focus of current activities. (Contains 24 references.) (KB)

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School-Linked Services:

Child Opportunity Zone Family Centers

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Supporting Early School Success seeks to increase state and local capacity to achieve school readiness and early school success for all children. Strong families, supportive communities, and positive learning experiences from birth through the early school years are key to healthy child development and school achievement.

Supporting Early School Success focuses on school-linked services, family support programs, and school-family-community partnerships.

The initiative will:

- Provide information on promising program designs and community strategies.
- Share information on lessons learned and best practices.
- Create opportunities for shared learning among schools, health agencies, human service providers, and families.
- Build state and local capacity to broadly implement effective strategies and scale-up effective programs.

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Child Opportunity Zone Family Centers

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The LAB, a program of The Education Alliance at Brown University, is one of ten federally supported educational laboratories in the nation. Our goals are to improve teaching and learning, advance school improvement, build capacity for reform, and develop strategic alliances with key members of the region's education and policy making community.

The LAB develops educational products and services for school administrators, policymakers, teachers, and parents in New England, New York, Puerto Rico, and the Virgin Islands. Central to our efforts is a commitment to equity and excellence.

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Rhode Island KIDS COUNT is a children's policy organization that provides information on child well-being, stimulates dialogue on children's issues, and promotes accountability and action to improve the economic security, health, safety and education of Rhode Island's children.

Primary funding for Rhode Island KIDS COUNT is provided by The Rhode Island Foundation and The Annie E. Casey Foundation. Additional funding is provided by the United Way of Southeastern New England, Prince Charitable Trusts, the Northeast and Islands Regional Educational LAB at Brown University, the Carnegie Corporation of New York, and other corporate and foundation sponsors.

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School-Linked *Services: Child Opportunity Zone Family Centers* is the first in a series of reports focused on school-linked services, family support programs, and school-family-community partnerships in Rhode Island. School readiness, healthy child development, and school success are goals that can be achieved by working across sectors. Improving outcomes for children demands that schools, families, service providers, and community leaders work together to craft comprehensive solutions to complex problems.

There is increasing pressure on the public education system to monitor outcomes for children at school entry, in the fourth grade, and beyond. A school system striving for excellence is more likely to be successful when academic strategies are complemented by efforts to improve the quality of family and community life. Many children and families have complex needs that can not be met by the education system alone. School-linked service initiatives across the country are proving to be viable and encouraging vehicles to improve school success through active partnerships among schools, families, health and human service agencies, and other community resources.

This series of reports will highlight promising efforts in Rhode Island that go beyond institutional boundaries in order to improve the health, safety, education, and economic well-being of families. The programs highlighted by the series have taken on the challenge of working across the health, education, and social service systems. It is hoped that the lessons learned from these innovative efforts will stimulate dialogue on how to best develop, support, and sustain programs and institutions that will improve outcomes for children and families.

"School-Linked Services"

A strategy to improve educational, mental health, health, and social outcomes for children and families. School-linked services connect families with a wide range of informal supports, community activities, health care and social services.

"Family Center"

A friendly, welcoming place in or near a school where parents and other family members can go to receive information, support, services or referrals. The program design for school-linked services often includes a family center.

"Family Support"

A way of working with families that builds on their strengths and interests, focuses on the healthy development of the parent as well as the child, connects families with a wide-range of informal supports and opportunities in the community, and helps families access services as needed.

"School-Community-Family Partnership"

A strategy used to improve the educational achievement of children. Schools, families, and community agencies work together to address the educational, health, social, and economic well-being of children and families. The most effective partnerships focus on results, make a commitment to shared decision-making, and allocate resources for activities that meet mutually identified needs.

School-Linked Services: Child Opportunity Zone Family Centers

Provides a rationale for school-linked services as a strategy to improve outcomes for children.

Describes Rhode Island's Child Opportunity Zone (COZ) Family Center initiative.

Highlights the current status of the initiative based on site visits and interviews in the 13 Rhode Island communities with COZ Family Centers.

Suggests program and policy implications.

Attributes of Effective Programs for Children and Families

Successful programs are comprehensive, flexible, responsive, and persevering. Programs take responsibility for providing easy and coherent access to services that are sufficiently extensive and intensive to meet the major needs of the families they work with. Effective programs recognize that no matter where the point of entry into services takes place, families may need access to a range of prevention and intervention services. Services and supports are provided either directly or through formalized linkages to other agencies and community partners.

Successful programs see children in the context of their families. Successful programs are two-generational. Programs work to meet the needs of the parent as well as the child. At the same time, parents are helped to meet the health and developmental needs of their children.

Successful programs deal with families as part of neighborhoods and communities. Programs have deep roots in the community and respond to the needs perceived and identified by the community. To assure their relevance to the community they wish to serve, programs recognize cultural values in their design and offerings. Staff reflect the ethnicity of the community and the community takes part in planning the services.

Successful programs operate in settings that encourage practitioners to build strong relationships based on mutual trust and respect. Programs are based in organizations which are widely accepted by the community (e.g. schools, community organizations, community-based family support programs) and that can be kept open year-round and during non-traditional hours. Staff have the time, training, skills, and institutional support necessary to create an accepting environment and to development meaningful one-to-one relationships. They establish a climate that is welcoming, continuous, and reliable.

Successful programs have a long-term preventive orientation, a clear mission, and continue to evolve over time. Programs do not wait until families are in trouble to provide services and to reinforce the strengths of the child, the family, and the neighborhood. Programs that are successful with the most disadvantaged populations persevere in their efforts to reach the hardest-to-reach and tailor their services to respond to the distinctive needs of those at greatest risk. Programs have a clearly articulated mission, yet managers are allow their programs to continually evolve to respond to changing individual, family and community needs. They operate in a culture that is outcomes-oriented, rather than rule-bound.

Successful programs are well-managed by competent and committed individuals with clearly identifiable skills. Staff are trained and supported to provide high quality, responsive services. Staff are versatile and flexible and actively collaborate across bureaucratic and professional boundaries. Staff do "whatever it takes" - they have the flexibility to respond to concrete needs for help with food or housing or a violent family member, as well as to subtler needs for a listening ear.

Adapted from Schorr, L.B. (1997). Common Purpose: Strengthening Families and Neighborhoods to Rebuild America. New York: Anchor Books; Schorr, L., Both, D., Copple, C. (Eds.). "Effective Services for Young Children: Report of a Workshop". Washington, D.C.: National Academy Press, 1991; Judith E. Jones, "Strengthening Families in Need - Models and Commitments", New York: Columbia University, National Center for Children in Poverty, 1994.

Rationale for School-Linked Services

Promoting School Readiness and School Success

Recent brain research has heightened awareness of the critical effects of the early environment on children's social, emotional, physical, and cognitive readiness for school.[1] Babies raised in safe and stimulating environments are better learners later in life than those raised in less stimulating environments.[2] In order to develop pre-reading skills, children need to have caring relationships with adults who listen and talk to them, tell them stories, share books and music, and play with toys, crayons, and writing materials.[3]

Students' economic conditions, home environments, and cultural backgrounds can profoundly affect their adjustment to and performance in school. Children's academic achievement is higher when they live in communities that provide supportive environments for parenting and have a variety of out-of-school learning opportunities for both adults and children.[4] Schools are finding that they can best serve the needs of children by becoming more family-centered and by increasing collaboration with support services in the community.[5]

Children who start school poorly prepared for formal schoolwork often fall further behind — until poor performance, low self-esteem, alienation, and frustration cause them to drop out of school.[6] Child welfare, human service, and juvenile justice professionals recognize that poor school performance is often an early warning sign of a child at risk for involvement in juvenile crime, substance abuse, teen pregnancy, or welfare dependency. School-linked services can be an important resource for children who are growing up in families struggling with poverty, language barriers, poor literacy and basic skills; who live in families with substance abuse, domestic violence, or other social problems; or who live in communities with limited access to child care, before- and after-school activities, and recreational opportunities.

Improving Outcomes by More Effective Use of Education, Health, and Social Service Resources

A second factor propelling the development of school-linked service models nationwide is the recognition that improving outcomes for children requires more effective integration of existing resources for health, education, and social services. The categorical funding approaches of the past two decades have made it difficult to provide appropriate preventive services to children and families. School-linked services offer an added value to the existing network of services that are often too fragmented, categorical, and crisis-oriented to offer a good match with what families need to succeed.[7]

By supporting families before they get into trouble and by connecting families to existing resources in the community, school-linked family centers support the missions of child and family serving agencies and the wider community. Schools want to improve student achievement. Health and social service providers want physically and emotionally healthy children and families that will become productive workers and citizens. Communities want better outcomes for children. Citizens want to be sure their tax dollars go to programs that work. Funders and policymakers are seeking ways to provide services that are cost-effective. Families want services that respond flexibly to their needs and priorities.

Child welfare, human service, and juvenile justice professionals recognize that poor school performance is often an early warning sign of a child at risk for involvement in juvenile crime, substance abuse, teen pregnancy, or welfare dependency.

To be most effective, services may have to be redesigned to minimize duplication and rigid categorical boundaries. Integrated services are meant to be easily accessible, flexible, comprehensive, and responsive to family needs and priorities.

What We Know About Successful School-Linked Services
(From School-Linked Family Center Efforts in Other States)

They are linked to schools - where most of the early warning signs for health, education, and social problems first appear.

They are prevention oriented, not crisis oriented.

They cut across categorical boundaries and address interrelated causes of problems.

Non-categorical funding provides incentives to "think outside the box" to create strategies that cut across systems.

They provide a connecting point for individual, specialized agencies to work together to craft comprehensive solutions to complex problems.

They use the strengths of families as resources.

They can help children succeed in school and in life.

The most successful school-linked service programs reflect active and equal partnerships among schools, families, and community agencies.[8] While schools have an enormous influence on and unique access to children and families, successful programs enlist all community stakeholders and coordinate existing resources to improve educational, health, and social outcomes.

Research across the country has demonstrated that school-linked integrated services can promote school readiness and student success. School-linked services can help to increase student achievement, save money and reduce overlapping services, reach those children and families most in need, make schools more welcoming to families, increase community support for the school, and help at-risk families develop the capacity to manage their own lives successfully.

There is no single model of school-linked services that is accepted as most effective. Rather, school-linked services are based on the attributes of effective practice that have been documented in the literature. The most effective school-linked service models across the country connect families with services and supports that are family-focused, comprehensive, integrated, culturally diverse and responsive, preventive, community-based, and accountable for results.[9]

Experience in several states indicates that school-linked family centers are a cost-effective way to provide supports to families and to link families to needed services. School-based programs for families with young children provide families with support and educational services, such as parenting classes, literacy education, and referrals to other agencies. Increased collaboration between schools and human service agencies is most effective when families are involved in a variety of roles. For example, a recent evaluation of the California Healthy Start School-Linked Services Initiative found that when parents are more involved, school-linked services tended to be more accessible, integrated into the life of the school, and more culturally relevant.[10]

Successful programs rely on a full-time coordinator or program director, who builds a team of personnel sensitive to issues related to youth development, family support, cultural diversity, and community empowerment. In many locations, bilingual staff are essential. A designated space such as a clinic or a center in a school acts as a focal point for bringing in services from the community. One of the most important outcomes of developing school-linked services is the ability to leverage resources to improve outcomes for children and families.[11]

Effective school-linked service programs emerge out of extended negotiations with health, social service, and other agencies. Each agency has a specific contribution to make, through relocating personnel, training, supervision, or accepting referrals. Experience has shown the importance of having a full-time person designated as coordinator of the program at a very early stage in development. Communities have a much better chance of developing school-based centers in states that stimulate program development with grants.[12]

The Effectiveness of School-Linked Services

School-linked services can improve child and family well-being. Some examples of indicators that have been positively impacted by school-linked family center initiatives in other states include:

Improvements in:
Student achievement.
Parent participation in the schools.
Improved classroom behavior.
Enrollment in Medicaid and other benefit programs.
Access to health and dental care
Access to child care and transportation.
Parenting skills and family functioning.

Reductions in:
Student mobility.
School violence.
Suspension rates and unexcused absences.
Grade retention.
Unmet needs for food and clothing.

School-linked family centers are most effective when the following elements are supported by resource allocation and program design:

Program Development:
There are active and equal partnerships among schools, families, and community agencies.
Efforts are well-integrated into the life of the school.
Parents are more involved with site activities.

Program Implementation:
Services are two-generational - focusing on the child and family.
Services are culturally competent.
A mix of both prevention and intervention programs are available.
Programs are flexible in responding to family needs and work with families over time.

State School-Linked Service Programs

Efforts are underway in states across the country to build networks of school-linked family centers and to foster community partnerships that make health and human services more accessible to families and students. Two examples of school-linked service efforts that are showing promise include:

Kentucky Family Resource and Youth Services Centers

Kentucky's Education Reform Act of 1990 authorized support for Family Resource and Youth Service Centers in all elementary and high schools in which 20 percent or more of the students are eligible for free or reduced-price lunches. The Centers are designed to coordinate a community's social and health services for students and their families. Although the centers provide some services directly, the majority of efforts focus on accessing existing community services for families. Typical program components include preschool and after-school child care, information and referral, and family support services.

The School of the 21st Century

The School of the 21st Century was initiated in 1987 by the Bush Center on Child Development and Social Policy at Yale University. Communities across the country follow guiding principles set by the Yale Bush Center and receive training and technical assistance through an annual institute. The basic components of the program - child care, information and referral, home visits to new and expectant parents, and a network of family child care providers - are designed in accordance with community resources and needs.

"All over the country, school and community people are putting together the pieces to help schools meet the varied needs of today's students and their parents. I call the product of these collaborative efforts full-service schools. The full-service school is a homegrown product that can take many shapes: community schools, lighted school houses called Beacons, school-based clinics, family resource centers." *Joy Dryfoos, "Full-Service Schools", Educational Leadership, 1996*

School-Linked Services in Rhode Island: Child Opportunity Zone Family Centers

There are many children who are not acquiring the skills and knowledge needed to support successful and productive lives. Educators, parents, and other community leaders must find ways to meet the social service and health needs of all our children to enable them to learn. *Report of the 21st Century Education Commission, 1992*

Child Opportunity Zone Family Centers are the first statewide effort to link schools with comprehensive support services for children and families. The national movement toward school-linked services provides evidence that school-linked services can be an effective strategy to improve the quality of family and community life, involve parents in their children's education, and improve outcomes for children. The concept of "Child Opportunity Zones" was first introduced in Rhode Island in 1992 as part of the *Report of the 21st Century Commission*. Legislation was passed in 1993 calling for the Rhode Island Department of Education and the Rhode Island Children's Cabinet to develop Child Opportunity Zone Family Centers in communities across the state.

A public-private partnership was established to oversee the development of the Family Centers and to provide a pool of funding for allocation to local school districts and their community partners. Founding partners of the COZ Family Center Initiative included the Rhode Island Department of Education, the Rhode Island Department of Substance Abuse (now part of the Rhode Island Department of Health), and the United Way of Southeastern New England. The COZ Family Center Initiative is currently managed by a statewide management team comprised of the Rhode Island Department of Education, the Rhode Island Department of Health, the United Way of Southeastern New England, and local COZ Family Center coordinators.

Child Opportunity Zone Family Centers are designed to address the growing health, social and emotional needs of children in order to reduce barriers to learning. The goal is to promote school success among children currently in the education system and promote readiness for school among young children. A comprehensive response to the health, social and economic needs of children and families extends beyond the traditional mission of the school and requires the investment of social service agencies and community members. While the school districts are actively involved in forging partnerships with community agencies and families, schools are meant to be a partner among equals.

COZ family center goals

Children enter school ready to learn.

Children experience success in school.

Children graduate prepared to lead productive lives.

Guiding Principles

Based on research from school-linked services nationwide, the COZ Family Center initiative developed guiding principles for use by local sites in program design and implementation. Schools, families, and communities are expected to work as equal partners in planning, developing, and implementing Family Center activities and to share resources and responsibilities. There should be a focus on the priorities and needs of the whole family, rather than individual members. Families should be assisted in identifying their capacities in order to build supports and access resources. Family Centers are to be located at, or close to, schools and serve as a hub of activities for all families. A Center becomes a place that facilitates the development of neighborhood networks and offers families leadership roles in decisions and governance. Family Centers are a source of information and support to families. Activities and services are flexible, accessible, and promote developmental prevention approaches.

Child Opportunity Zone Family Centers 1993-1998

COZ Family Centers are operational in 13 Rhode Island communities as of the 1997-1998 school year. The Child Opportunity Zone Family Centers were originally funded with planning grants in 1993-1994 and 1994-1995. The range of funding in the planning years varied from $3,000 to $60,000 per community. During the planning phase, a community resource and needs assessment was completed by all sites to provide information used to set goals and priorities for the COZ Family Center. In a few communities, parents have been and continue to be extensively involved in making decisions about program design and implementation. Most COZ Family Center communities are just finishing their third or fourth year of operation.

Funding through the state COZ Family Center initiative in the 1997-1998 fiscal year is $35,000 per COZ community. This funding level requires that COZ Family Center communities seek other sources of funds for programs and make linkages with existing programs in order to address local needs and priorities. Each COZ community has developed a working partnership that involves the school, human service agencies, community members, and parents. There is a deliberate focus on doing whatever it takes to break down the fragmentation of the existing service delivery model, facilitate access to services, and connect parents to each other and to informal support networks in the community.

Of the thirteen communities involved in the COZ Family Center initiative, nine are working in more than one school in the district. Eight have school-based locations for their Family Centers, one has a community-based location, and four have both school and community-based locations. COZ Family Centers are connected with 32 elementary schools, 2 middle schools, and 2 high schools in the 13 participating communities.

COZ Family Center Core Areas

While the COZ Family Center Initiative does not require a core set of program components, all sites are expected to develop programs and services that help children experience success in school by focusing on one or more outcomes in four core areas:

Children's Learning Environments
All children will have access to high quality and developmentally appropriate early childhood experiences and opportunities to learn in school, in before- and after-school programs, and during the summer - in environments free of drugs, crime, and environmental hazards.

Physical and Mental Health
All children and families will be provided with health information and education and will have access to primary care services, including prenatal care, well child care, specialty care, mental health care.

Economic Opportunity
All families will have access to opportunities, information, services and education that enable them to be economically self-sufficient including adult education, job skill training, literacy training, and career development.

Family Support
All parents will have access to information, opportunities, services and education to support their role as a parent. A continuum of opportunities will be available for parents to be involved in their children's education. All families will have access to food, clothing, and housing, among other basic needs.

While the school districts are actively involved in forging partnerships with community agencies and families, schools are meant to be a partner among equals. COZ Family Centers are often "in" the school but not solely "of" the school.

The COZ Family Center does not necessarily pay for all services and program components. Rather it links children and families to existing supports and services, taps into informal support networks and community associations, and develops partnerships with agencies or groups that can fill gaps in services.

Child Opportunity Zone Family Center Funding 1993-1998

Guarantee Quality Child Care Choices

Ensure Good Health and Protection

Promote Responsible Parenthood

Mobilize the Community to Support Young Children

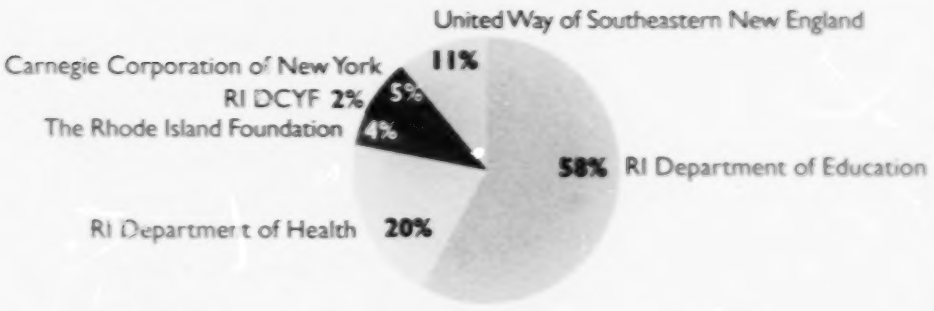
The initial funding to launch the Child Opportunity Family Centers in 1993-1994 was a partnership among the Rhode Island Department of Education, Rhode Island Department of Substance Abuse (integrated into the Rhode Island Department of Health in 1995), and the United Way of Southeastern New England. The Department of Health joined the funding partnership in 1995-1996. Since that time the Child Opportunity Zone Family Center statewide initiative has been funded by a partnership of the Rhode Island Department of Education, the Rhode Island Department of Health and the United Way of Southeastern New England. Other funders of the initiative have included the Department of Children, Youth, and Families and the Rhode Island Foundation.

In 1996-1997 and 1997-1998, the State of Rhode Island received funds from the Carnegie Corporation of New York to integrate the Starting Points focus on children birth to three into Rhode Island's COZ Family Center initiative. Carnegie provided $150,000 over two years to support early childhood work in nine communities with COZ Family Centers. The Starting Points funding was supplemented with $215,000 in additional funds over two years from the United Way of Southeastern New England, the Rhode Island Department of Health, the Rhode Island Department of Education, and the Rhode Island Department of Children Youth and Families. The Starting Points funding has enabled the nine Starting Points communities to focus increased attention on issues of child care, early childhood education and the transition to kindergarten, and parent support and education.

Statewide Funding of Child Opportunity Zone Family Centers 1993-1998

Total funding over five years, including Starting Points: $2,915,775

Total funding 1997-1998, including Starting Points: $667,060



Total funding over five years= $2,915,775

(does not include funds raised locally, school district match, or non-COZ Family Center grants to local communities; does include Starting Points funding of $365,000 over two years)

Program and Policy Implications

The COZ Family Center Initiative, planned and implemented in 13 Rhode Island communities over the past five years, shows promise as a mechanism for improving child and family well-being. The COZ Family Centers in each community are innovative, yet fragile, efforts to provide supports to families before they are in trouble, to build parent leadership, and to leverage resources across the education, health, and human service systems in order to improve outcomes. The full potential of school-linked family centered services in Rhode Island can not be realized without deliberate attention to program and policy issues that affect the quality and scope of the COZ Family Centers in each community.

Financing

The level of funding and mechanism for financing children's programs have significant impacts on the quality and scope of the programs. It is still true that financing often drives the priorities and goals of the programs to be offered, making it difficult for local efforts to stay focused on achieving outcomes. The COZ Family Center initiative attempts to reverse this dynamic by providing a small amount of flexible funding to local communities in order to move toward the Family Center's desired outcomes. Most local COZ sites have been effective in creating strong linkages with existing resources, developing partnerships to fill gaps in services, and seeking funding to meet identified needs. The median budget for the 13 COZ Family Centers is $83,000 and the range is from $52,000 to $268,000. Ten communities have more than doubled the state investment of $35,000 per community and four COZ Family Centers have program budgets totaling over $100,000. These figures do not include the significant resources invested by partnership organizations that provide staff, space, and in-kind resources to meet Family Center goals and priorities.

Despite the progress COZ Family Centers have been able to make with extremely limited resources, the fragile financing of the initiative limits the potential to make lasting change and achieve long-term goals. Several barriers to progress include the overwhelmingly categorical, crisis-oriented nature of state funding. The purpose of linking services with a child's educational development is to ensure that supports are there when the child and family need them. COZ Family Centers will continue to be limited in scope and impact until more flexible, preventive funding is available across the health and human service systems.

Flexible, non-categorical, preventive funding encourages broader and more flexible approaches to the underlying situations confronting families. School-linked services can not move forward for the long-term or at sufficient scale unless deliberate attempts are made to move beyond temporary and fragile combinations of existing programs.[11]

Evaluation

Investments in ongoing documentation and evaluation of school-linked family centers is critical to meeting long-term goals and making real change for children and families. The demand for accountability requires the identification and measurement of at least some indicators of child well-being related to school readiness and school success. The process of deciding on appropriate indicators must take into account not only those indicators that are most meaningful to the state and local agencies but also those with which parents and community members are most concerned.[12] Evaluation measures need to be realistic and not overpromise results that are not in line with the level of resources committed to the local communities. Investments in evaluation can confirm success and can reveal where programs need to be refined and improved.

The fact that COZ Family Centers span a number of schools in a single district and across thirteen communities guarantees a high degree of program variability, as each community adapts the general model to the particular circumstances of local funding, goals, and service availability. This complexity needs to be factored into the evaluation design, which should reflect some common elements that can be measured across sites but also unique elements important to individual communities.

As of the 1997-1998 school year, COZ Family Centers were connected with:
32 Elementary Schools
2 Middle School
2 High Schools
and were located in the following communities:
Bristol Warren
Central Falls
Coventry
Cumberland
East Providence
Middletown
Newport
North Kingstown
Pawtucket
Providence
Westerly
Woonsocket

Program Profiles

BRISTOL WARREN
CHILD OPPORTUNITY ZONE FAMILY CENTER

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
Hugh Cole School	K-5	301	36%
Main Street School	1-3	148	33%
Childs Street School	1-3	151	34%

Advisory Board

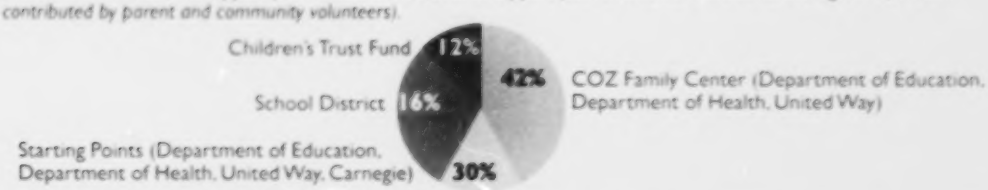
A 32-member Service Committee is comprised of 18 agency staff, 5 school staff, and 4 parents. The Service Committee plans programs and coordinates resources to meet the goals of the COZ Family Center, including the Starting Points focus on children from birth to age three. The Family Center is in the process of establishing a Parent Advisory Board which will have increased representation on the Service Committee.

Community and School Locations

The Bristol Warren Family Center is located in Mary V. Quirk Building, also known as the Bristol Warren Adult Education Community and Family Resource Center. In addition to the COZ Family Center program components, the Quirk Center offers adult education programs sponsored by the School District and family programs sponsored by Self-Help, Inc. The COZ does not have family center space in the three elementary schools. An after-school program for children in grades K-5 is offered on-site at the Hugh Cole School for 30 children who attend any of the three elementary schools. Mental health counseling services for children and families are offered on-site at the Main Street School by East Bay Mental Health Center.

Funding 1997-1998: $83,000

(does not include in-kind support from school district, in-kind support from health and human service agencies, or time contributed by parent and community volunteers).



Program Components

Parent Support and Education
Parent Leadership Program
Parents Anonymous
Home Visits for Parents of Newborns
Welcome Bag with Resource Information for Parents of All Newborns
Infant Toddler Car Seat Distribution
Car Safety Education Program
Parenting Skills Series
Toy and Book Library at the Quirk Center

Infant and Pre-School Programs
Drop-In and Play Program
Parents as Teachers (School District COZ)

Child Care
Before- and After-School Child Care
Training for Family Child Care Providers
Family Child Care Provider Network

Children's Learning and Enrichment
Summer Programs for Children (Barrington YMCA)

School-Linked Health and Social Services
School-Based Counseling Program (East Bay Mental Health Center)

Family and Community Development
Family Recreation (Self-Help/DCYF Family Preservation)

Contact:
Joan Ricci, Coordinator
Participating Schools:
3 Elementary Schools
Auspices:
Bristol Warren Regional School District
Affiliations:
Schools of the 21st Century - Yale Bush Center
Carnegie Starting Points
Address:
COZ Family Center
Mary V. Quirk Building
790 Main Street
Warren, RI 02885
(401) 247-3730
Staff:
Coordinator (full-time)
Senior Child Care Coordinator (part-time)
Assistant Child Care Provider (part-time)
2 Home Visitors (part-time)
Starting Points Consultant (part-time)
2 Parent Anonymous Facilitators
2 Parent Educators

Children reach kindergarten ready to learn.

Guarantee quality child care choices.

Parents have resources that support their role as parents.

CENTRAL FALLS CHILD OPPORTUNITY ZONE

COZ School	Grade Levels	Total Enrollment	Percent Low-Income
Captain Hunt Early School	preK and K	329	100%

Contact:
Mario Pepitto, Coordinator
Participating Schools:
1 Early Elementary School
Auspices:
Central Falls School District
Affiliations:
Carnegie Starting Points
Address:
Central Falls COZ
Central Falls School Department
21 Hedley Avenue
Central Falls, RI 02863
(401) 727-7700
Staff:
Coordinator (part-time)

Advisory Board

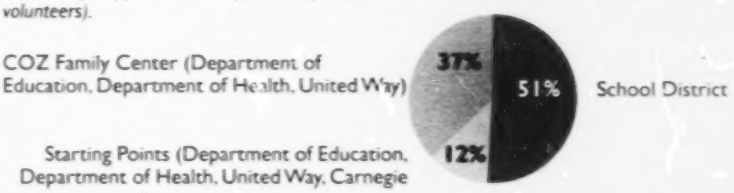
The COZ/Family Support Center Parent Advisory Board, comprised of 20 parents, gives advice and ideas on programs to be offered and publishes a parent newsletter. Representatives of 9 partner agencies, the Captain Hunt School principal, and 4 Captain Hunt teachers and staff participate in planning, meetings, and discussions but do not vote.

School Location and Community Location

Activities of the Central Falls COZ are linked with the Captain Hunt School. The COZ does not have family center space at the school. Staff for the COZ and the community-based COZ site are frequently at the school working with teachers, parents, and children. The Family Support Center, operated by Children's Friend and Service, is the community-based site for the Central Falls COZ. The Family Support Center offers intensive home, center, and school-based services to children under five and their families. Services are available in English and Spanish. The contact for the Family Support Center in Central Falls is Fatima Martins, 729-0008.

Funding 1997-1998: $91,456

(does not include in-kind support from school district, in-kind support from health and human service agencies, funding for The Family Support Center operated by Children's Friend and Service, or contributions of parent and community volunteers).


COZ Family Center (Department of Education, Department of Health, United Way)
37%
51%
School District
Starting Points (Department of Education, Department of Health, United Way, Carnegie
12%

Children reach kindergarten ready to learn.

Parents are involved in their children's education.

Children and families are physically, mentally, and emotionally healthy.

Parents have resources that support their role as parents.

Program Components

Parent Support and Education

Family Support Center operated by Children's Friend and Service provides information, referral, and follow-up for individual families; Crisis intervention for families; Early Start - intensive home-based family support services; Parenting support groups; emergency clothing, diapers, formula; Resource Counselor for parents of children who are disabled (RI Parent Information Network) ; Transportation/ child care to programs (Starting Points).

Infant and Pre-School Programs

Parents as Teachers (School District, RI Youth Guidance); Building Bridges (School District); HIPPY (School District); Summer story hour; Healthy body curriculum at Captain Hunt School

Children's Learning and Enrichment

Literacy nights and lending library at Captain Hunt School

Family Support Center provides: Consultation with teachers on children's mental health; Expressive therapy group for children; Support for parents and children in the transition to kindergarten; The Right Question Project; Teacher referral of children with signs of emotional problems.

School-Linked Health and Social Services

Child Outreach screening at the Family Support Center (School District); Intensive home-based family support, child counseling, service linkage (Family Support Center); Lead poisoning prevention education (VNA); Lead poisoning screening and treatment (Starting Points, Fatima Clinic); Playground safety project

Adult Education

GED/ ESL classes (RIRAL, Literacy Volunteers)

Family and Community Development

Parent Newsletter; Family field trips; Fall fair; May breakfast; Pot luck suppers

COVENTRY
CHILD OPPORTUNITY ZONE FAMILY CENTERS

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
Blackrock School	K-6	453	23%
Hopkins Hill School	K-6	367	22%
Oak Haven School	K-6	301	31%
Tiogue School	K-6	480	18%
Washington Oak School	K-6	641	20%
Western Coventry School	K-6	387	11%
Coventry Middle School	7-8	858	20%
West Bay Area Career & Tech.	11-12	enrollment w/High School	–
Coventry High School	9-12	1,645	10%

Contact:
Sue Conde, Coordinator
Participating Schools:
6 elementary schools
1 middle school
2 high schools
Auspices:
Coventry Public Schools
Address:
Coventry COZ
Coventry Public Schools
222 MacArthur Blvd.
Coventry, RI 02816
(401) 822-9400
Staff:
1 Coordinator (part-time)
2 Parent Coordinators (part-time)

Advisory Board

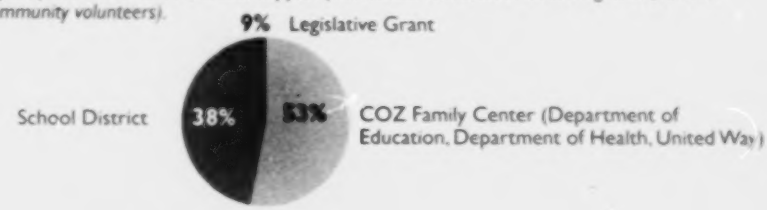
The Coventry COZ has a Steering Committee comprised of agency representatives, teachers, community members, business leaders, and parents.

School Locations

The Coventry COZ considers all of the schools to be part of the COZ initiative. Washington Oak and Oak Haven Elementary Schools have a family resource center on site each staffed by a five hour per week parent coordinator. The remaining four elementary schools, the middle school, and the high school do not have physical space but parents, students, and school staff are involved in activities sponsored by the COZ. There is a small office at the high school for use by the COZ Coordinator, whose main office is at the Coventry school administration building.

Funding 1997-1998: $36,127

(does not include in-kind support from school district, in-kind support from health and human service agencies, or time contributed by parent and community volunteers).



Note: Coordinator position was vacant from October 1997-April 1998

Children reach kindergarten ready to learn.

Children experience success in school.

Parents are involved in their children's education.

Program Components

Parent Education
Parenting skills training (School district)
Family Resource Centers at two schools
Community resource information at all schools
Parent volunteer handbook

Infant and Pre-School Programs
Pre-school story hours
Reading to children in home-based child care (RIC)

School-Linked Health and Social Services
Mental health counseling (Tides Family Services)
Teen pregnancy prevention education
Education on postponing sexual involvement
Education on teen dating violence
Student resource information at the high school

Family and Community Development
Health fairs
Community fairs
Red Ribbon Week parade (Substance Abuse Task Force)

CRANSTON
CHILD OPPORTUNITY ZONE FAMILY CENTER

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
Arlington School	K-5	154	89%
Gladstone School	K-5	400	69%

Contact:
Jeanne Rheaume, Coordinator

Participating Schools:
2 Elementary Schools

Auspices:
Cranston Public School District

Affiliations:
Carnegie Starting Points

Address:
Cranston COZ Family Center
Gladstone School
50 Gladstone Street
Cranston, RI 02920
(401) 943-3029

Staff:
Coordinator (part-time)
Parent Outreach Worker (part-time)
Bilingual Parent Advocate (part-time)

Children and youth experience success in school.

Children and families are physically, mentally, and emotionally healthy.

Young children are ensured good health and protection.

Community members have access to adult education opportunities.

Advisory Board

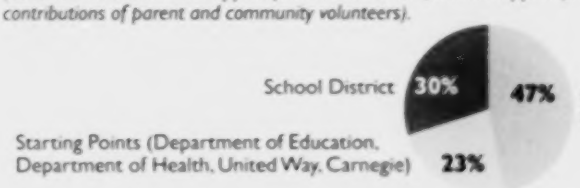
The COZ Family Center Advisory Board is comprised of 26 members, including 9 parents, 6 school representatives, 6 agency representatives, and 4 representatives from business, church, or civic organizations, and 1 representative of local government. The Advisory Board is responsible for planning, updating action steps, evaluating progress, and ensuring that activities meet family priorities and further the mission of the family center, including the Starting Points focus on children from birth to three.

School Locations

In the winter of 1998, the COZ Family Center moved into a large space at the Gladstone School that was renovated by school staff, parents, and community volunteers. The new Family Center allows for additional program capacity on-site at the Gladstone School, which is about two blocks from the Arlington School. Both schools serve children and families from the surrounding neighborhood. A bilingual parent advocate provides outreach to Southeast Asian families and provides translation services. The Cranston COZ has a small office space for information and referral at the Arlington School and COZ staff are frequently on-site working with families and teachers.

Funding '97-98: $74,400

(does not include in-kind support from school district, in-kind support from health and human service agencies, and contributions of parent and community volunteers).


School District
30%
47%
COZ Family Center (Department of Education, Department of Health, United Way)
Starting Points (Department of Education, Department of Health, United Way, Carnegie)
23%

Program Components

Parent Support and Education

Family Center at Gladstone School; Information, referral, and follow-up for individual families; Parenting classes; Information on child care and health care; Clothing giveaway; Infant toddler car seat distribution; Car safety education program CPR classes; Infant care classes

Infant and Pre-School Programs

Parent/toddler story hour; Reach Out and Read (Cranston Community Health Center)

Children's Learning and Enrichment

Support for parents and children in the transition to kindergarten; Bilingual Child Outreach screening/Head Start registration; Support for parents and children in the transition to middle school

Professional development for school staff on social service issues; Financial aid/enrollment for summer camp (Cranston YMCA, PTA)

Adult Education

GED classes (Cranston Adult Education, School District); ESL classes (Cranston Adult Education, School District); Job skills workshops (SER-Job Development); Training of literacy tutors (Providence Literacy Volunteers)

Family and Community Development

Crimewatch block party; Safety fairs for school and community; Community resource fair; Parent newsletter; Parent coffee hours at the schools

CUMBERLAND
CHILD OPPORTUNITY ZONE FAMILY CENTER

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
B.F. Norton School	K-5	408	33%

Contact:
Kathryn Desjardins, Title I/Literacy/Family Center Coordinator
Participating Schools:
1 Elementary School
Auspices:
Cumberland School Department
Address:
Family Center
B.F. Norton Elementary School
364 Broad Street
Cumberland, RI 02864
(401) 726-2030
Staff:
Family Center Coordinator (part-time)
Parent-Child Preschool Coordinator (part-time)
Program Assistant (part-time)

Advisory Board

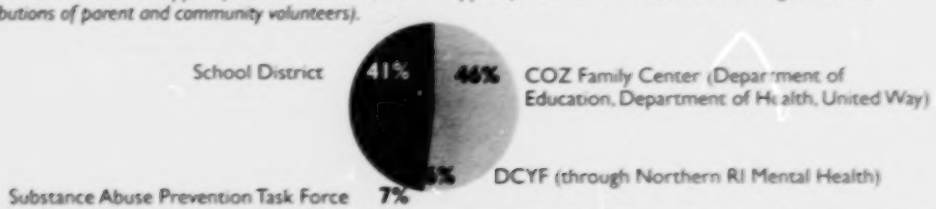
The B.F. Norton Family Center Governing Board is comprised of 6 parents, 6 agency representatives, and the school principal. The Governing Board meets quarterly to plan, evaluate progress, and ensure that activities meet family priorities as identified in the annual needs assessment.

School Location

The B.F. Norton Family Center is a large room in the school building. The Family Center coordinator is also the Title 1 and Language Arts Coordinator for the school, facilitating close connections with teachers and staff. Parents are frequent volunteers and resources to Family Center programs. The school primarily serves children and families from the surrounding neighborhood. There are many Portuguese and Spanish speaking families in the area and the Norton School has the ESL classrooms for the district. Materials from the Family Center are provided in both English and Portuguese.

Funding 1997-1998: $73,448

(does not include in-kind support from school district, in-kind support from health and human service agencies, and contributions of parent and community volunteers).



Program Components

Parent Support and Education
Family Center at the B.F. Norton School
Information, referral, and follow-up for individual families
Coat and boot distribution
Parenting skills training - Megaskills, Systematic Training for Effective Parenting (STEP)
Infant toddler car seat distribution
Car safety education program

Infant and Pre-School Programs
Parent-child cooperative preschool
Drop-in play group

Child Care
After-school child care on-site at Norton (Cumberland YMCA)

Children's Learning and Enrichment
After-school homework/mentoring program (Substance Abuse Prevention Task Force)
After-school mini-courses for K-5 students (Norton teacher, Cumberland-Lincoln Boys and Girls Club)
Scholarships to the Boys and Girls Club (Substance Abuse Prevention Task Force)
Family literacy program - literacy book bags
Math games night for parents and children
Workshops for parents on education issues and home/school involvement

School-Linked Health and Social Services
Child Outreach screening at the Family Center (School District)
Workshops for teachers and parents on children's mental health (Northern RI Mental Health Center)
Feelings After Divorce-Support support group (Substance Abuse Task Force)

Adult Education
GED classes (RIRAL)
English as a Second Language classes (School District)

Family and Community Development
Family fun activities

Children reach kindergarten ready to learn.

Parents have resources that support their role as parents.

Parents are involved in their children's education.

Family members have access to adult education opportunities.

EAST PROVIDENCE
CHILD OPPORTUNITY ZONE FAMILY CENTERS

Contact:
Grace Osediacz, Director
Participating Schools:
3 Elementary Schools
Auspices:
Self-Help, Inc.
East Providence School Department
Affiliations:
Carnegie Starting Points
Address:
East Providence COZ Family Centers
Self Help, Inc.
100 Bullocks Point Avenue
East Providence, RI 02915
(401)437-1000

Staff:
COZ Director (full-time)
3 Family Center Coordinators (part-time)
Family Outreach Advocate (part-time)

COZ Schools	Grade Levels	Enrollment Total	Low-Income Percent
Grove Avenue Elementary School	K-6	292	57%
Orlo Avenue Elementary School	1-6	293	47%
Whiteknact Elementary School	K-6	279	49%

Advisory Board

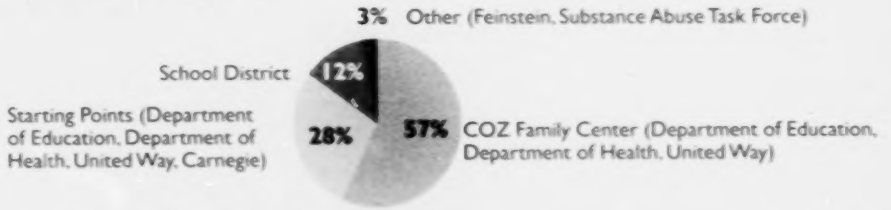
The East Providence COZ has a newly formed Governing Council comprised of 23 members. Fifty-one percent are parents and 49% are representatives of schools, community agencies, community members, government, and business.

School Locations

The East Providence COZ has a community room at the Grove Avenue School, a Family Resource Room at the Whiteknact School, and office space and meeting space at the Orlo Avenue School. The three schools serve children from the surrounding neighborhoods. A Family Center Coordinator is assigned to each school 5 hours a week to organize events, work with the Parent Teacher Organization, and support parent involvement in the COZ Family Center and the school. After-school child care is provided at the Orlo Avenue and Whiteknact School by the Newman YMCA. Before-school child care is available at the Orlo Avenue and Grove Avenue School.

Funding 1997-1998 $60,893

(does not include in-kind support from school district, in-kind support from health and human service agencies, and contributions of parent and community volunteers).


3% Other (Feinstein, Substance Abuse Task Force)
School District
12%
Starting Points (Department of Education, Department of Health, United Way, Carnegie)
28%
57% COZ Family Center (Department of Education, Department of Health, United Way)

Children experience success in school.

Parents are involved in their children's education.

Parents have resources that support their role as parents.

Family members have access to adult education opportunities.

Program Components

Parent Support and Education

Information, referral, and follow-up for individual families
Family Resource Rooms at Grove and Whiteknact Schools
Information on community services
Parenting skills training
Conflict resolution training (School District)

Child Care

Before- and after-school child care (Newman YMCA)

Children's Learning and Enrichment

Mentoring and academic support (Rhode Island Children's Crusade); After-school tutoring (Substance Abuse Prevention Task Force)
Math/Science night for children and families
Students as mediators (School District)
Feinstein Good Deeds Program
Parent and teacher curriculum day/Ice cream social
Open house/pizza party for parents and teachers
Parent-child lunches and classroom visits
Conflict resolution training for teachers (School District)

Adult Education

English as a Second Language classes (RIRAL)
GED classes (RIRAL)
Citizenship classes (RIRAL)

Family and Community Development

Family field trips
Parent coffee hours
Bike rodeo
Family fun activities
Voter registration
Father-daughter dance

MIDDLETOWN
CHILD OPPORTUNITY ZONE FAMILY CENTERS

COZ Schools	Grade Levels	Enrollment Total	Low-Income Percent
Forest Avenue Elementary School	K-4	315	40%
Aquidneck Elementary School	K-4	267	14%
Kennedy Elementary School	K-4	309	32%
Linden Elementary School	preK and K	153	30%

Advisory Board

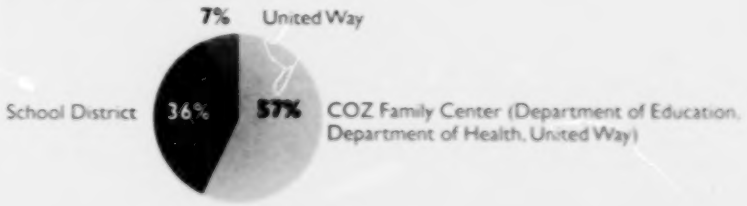
The Middletown COZ has a Steering Committee comprised of agency representatives, teachers, guidance counselors, and parents. Approximately 15 members participate each month to plan activities and evaluate progress.

School Location

The Middletown COZ has a family resource center in each of the four participating elementary schools. The COZ staff, who have offices at the School Administration Building, are frequently on-site in the schools connecting with teachers, school staff, parents, and children. An after-school child care program for children in the Middletown school system is offered on-site at the Linden, Aquidneck, and Forest Avenue Schools by the Newport County YMCA. A before-school child care program is offered at the Linden School.

Funding 1997-1998: $61,907

(does not include in-kind support from school district, in-kind support from health and human service agencies, or time contributed by parent and community volunteers).



Program Components

Parent Education

Parenting workshops (New Visions, Newport County Child and Family Services, Family Networks)
Parent Resource Library at each school
Learning Lending Library of toys, games, books, software

Infant and Pre-School Programs

Parents as Teachers play groups - birth to age 3
Parents as Teachers (School District)
Play groups for 3-and 4-year olds

Child Care

Before-school child care (Newport County YMCA)
After-school child care (Newport County YMCA)

Children's Learning and Enrichment

Parent newsletter on how to support children's learning
After-school science club
Book swaps
Book group for children with attention deficit disorder

Family and Community Development

Museum passes for families
Parent-child celebration lunches

Contact:
Katherine Jones, Coordinator
Participating Schools:
4 Elementary Schools
Auspices:
Middletown Public Schools
Affiliations:
Schools of the 21st Century - Yale Bush Center
Address:
Middletown Initiative for Children and Families/ COZ
Oliphant School Administrative Offices
26 Oliphant Lane
Middletown, RI 02842
(401) 849-2122
Staff:
Coordinator (part-time)
Resource Assistant (part time)
2 Parent Educators (part-time)

Children reach kindergarten ready to learn.

Children experience success in school.

Parents are involved in their children's education.

NEWPORT
CHILD OPPORTUNITY ZONE FAMILY CENTER

Contact:
Christine Arouth, Family Center Director
Participating Schools:
1 Elementary School
Auspices:
New Visions of Newport County
Newport Public Schools
Affiliations:
Carnegie Starting Points
Address:
Family Center
Sullivan School
Dexter Street
Newport, RI 02840
(401) 845-8579
Staff:
Family Center Director (full-time)
Bilingual Outreach Worker (part-time)
Family Development Specialist (full-time)
Program Assistant (part-time)

COZ School	Grade Levels	Total Enrollment	Percent Low-Income
Sullivan School	preK - 5	234	100%

Advisory Board

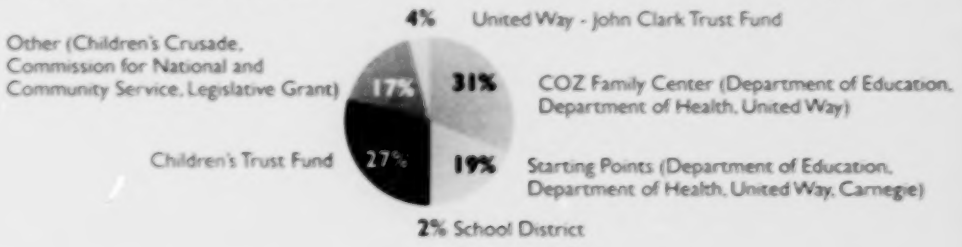
The Family Center has a 13-member Governing Council made up of 51% parents and 49% agency, school, and business representatives. The governing board provides input into the strategic direction of the Family Center, makes linkages with existing programs that support the Family Center's mission, and ensures that activities meet the priorities of parents in the school community.

School and Community Locations

The Sullivan School Family Center is located in a trailer attached to the school and shares space, staff, and resources with the Even Start Family Literacy Program. Recently an additional room was renovated in the Sullivan School building for a Parent Information and Resource Center, including a lending library and resource staff. A bilingual outreach worker and program assistant provide outreach and translation services to Spanish-speaking parents. The community site for the Sullivan School Family Center is the Florence Gray Center, located across the hill from the school at the Tonomy Hill Public Housing Development. The Florence Gray Center is a large community center with classrooms, office space, and resources for a variety of family and community programs.

Funding 1997-1999: $113,200

(does not include in-kind support from school district, in-kind support from health and human service agencies, or time contributed by parent and community volunteers).


4% United Way - John Clark Trust Fund
Other (Children's Crusade, Commission for National and Community Service, Legislative Grant) 17%
31% COZ Family Center (Department of Education, Department of Health, United Way)
Children's Trust Fund 27%
19% Starting Points (Department of Education, Department of Health, United Way, Carnegie)
2% School District

Children reach kindergarten ready to learn.

Children experience success in school.

Parents are involved in their children's education.

Parents have resources that support their role as parents.

Program Components

Parent Support and Education

Family Center at Sullivan School; Parent Resource and Information Center in Sullivan School; Information, referral, and follow-up; Mother-for-Mother mentoring program (Child and Family Services); Translation services ; Lending library of toys, books, puppets, puzzles; Parenting workshops (Family Networks Program, Middletown and Newport COZs)

Infant and Pre-School Programs

Parents as Teachers; Books-Are-Us story hours; Kindermusik

Children's Learning and Enrichment

Reading mentors; Tutoring (Child and Family Services); Mentoring and academic support, history project (Children's Crusade); After-school activities for grades K-2 (Americorps, City Year); After-school programs for grades 3-5: Art program with Newport Art Museum, Drama program with Newport Children's Theater, Hip-Hop dance program

School-Linked Health and Social Services

Health Center at Florence Gray Center (New Visions); Developmental screening for children enrolled in Even Start; Bilingual Child Outreach screening (Even Start, School District)

Adult Education

GED classes and ESL classes (Even Start)

Family and Community Development

Adult health and aerobics (Child and Family Services, United Way) ; Family fun activities

NORTH KINGSTOWN
CHILD OPPORTUNITY ZONE FAMILY CENTER

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
Davisville Elementary School	1-5	211	42%
Forest Park Elementary School	1-5	281	26%

Contact:
Donna Thompson
Coordinator
Participating Schools:
2 Elementary Schools
Auspices:
North Kingstown Public Schools
Address:
Davisville Elementary School
50 East Court
North Kingstown, RI 02852
(401)294-4581 ext. 252
Staff:
Coordinator (part-time)
Parent Educator (part-time)

Advisory Board

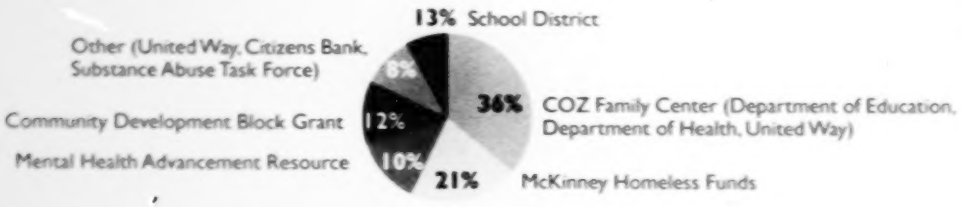
The North Kingstown Child Opportunity Zone has a Steering Committee of parents, community volunteers, and agency representatives. Workgroups are created as needed to plan and implement specific projects. If a need is identified as a priority for the school and the parents, the COZ seeks out appropriate community partners to ensure collaborative ownership of the program.

School Location

The Child Opportunity Zone works with students and families in the Davisville and Forest Park Elementary Schools. Both are primarily neighborhood schools. Children from the transitional housing program for homeless families located in the neighborhood attend Forest Park School. The COZ seeks to develop programs that meet the needs of all children and families, with special attention to the needs of families in the transitional housing program. The COZ has office space in the Davisville School and is planning a community-based Family Resource Center to be located in the neighborhood.

Funding 1997-1998: $95,509

(does not include in-kind support from school district, in-kind support from health and human service agencies, or time contributed by parent and community volunteers).


13% School District
Other (United Way, Citizens Bank, Substance Abuse Task Force)
8%
36% COZ Family Center (Department of Education, Department of Health, United Way)
Community Development Block Grant
12%
Mental Health Advancement Resource
10%
21% McKinney Homeless Funds

Program Components

Parent Education
Family resource literature and referrals; Handbook of "education terms"; Reference guide to support services; Scholarships to parenting conferences; Parent/school staff workshops; Car seat and bicycle safety

Infant and Pre-School Programs
Parents as Teachers; Pre-school story hours; Book bags for babies and parents

Children's Learning and Enrichment
Tutoring and Academic Support; After-school recreation and mini-courses; Arts enrichment program; Summer School Collaborative-Academic Support, Enrichment Camp, Scholarships (COZ, School District, Recreation Dept.); Reading skills support/classroom curriculum; Academic support and education plan development for children in transitional housing; Healthy Foods Clubs; "Teaching tolerance" posters/curriculum; School breakfast pilot

School-Linked Health and Social Services
Health and dental services, immunizations (Bayside Family Health Services); Professional development on homelessness and children's mental health

Adult Education
Scholarships for adult education; Scholarships for computer skills training

Family and Community Development
"Welcome to Our School" Tile Art Mural Project; Gardens, nature trails, outdoor classrooms created by families and school staff (United Way, Citizens Bank); Stroller/walking club; Family swim night (Local fitness club); Aerobics (Local fitness club); Parent/child fitness activities (Local fitness club)

Children reach kindergarten ready to learn.

Children experience success in school.

Parents are involved in their children's education.

Children are physically, mentally, and emotionally healthy.

PAWTUCKET
CHILD OPPORTUNITY ZONE FAMILY CENTER

Contact:
Mary Parella
Coordinator
Participating Schools:
1 Elementary School
1 Middle School
Auspices:
Pawtucket Public Schools
Affiliations:
Carnegie Starting Points
Carnegie Middle Schools
Robert Wood Johnson School-Based Health Centers
Address:
Cunningham/Slater COZ
Cunningham School
40 Baldwin Street
Pawtucket, RI 02860
(401) 729-6293
Staff:
Coordinator (full -time)
Parent Coordinator (part-time)

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
Cunningham Elementary School	K-5	477	100%
Slater Junior High School	6-8	511	75%

Advisory Board

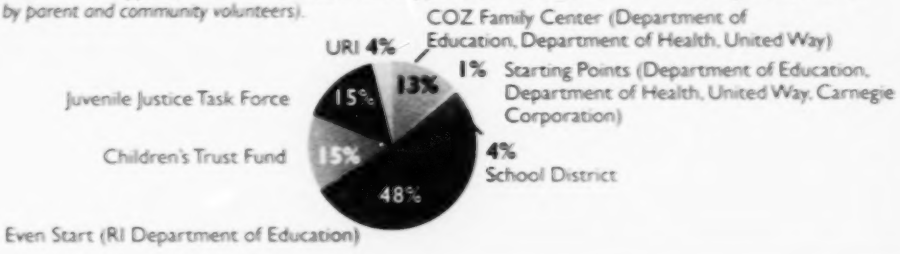
The Pawtucket Child Opportunity Zone Family Center creates or participates in workgroups as needed to plan and implement specific projects. The COZ Coordinator receives input and feedback on program needs from parents participating in programs, through outreach by the parent coordinator, and through participation on existing coalitions in the community.

School Location

The Child Opportunity Zone Family Center works with students and families in the Cunningham Elementary School and Slater Junior High School, two schools located adjacent to each other. Both are primarily neighborhood schools, serving children from the Woodlawn neighborhood of Pawtucket. The COZ Family Center is located in a large classroom in the Cunningham School.

Funding 1997-1998: $268,852

(does not include in-kind support from school district, in-kind support from health and human service agencies, or time contributed by parent and community volunteers).



Children reach kindergarten ready to learn.

Children experience success in school.

Children are physically, mentally, and emotionally healthy.

Parents have resources that support their role as parents.

Program Components

Parent Support and Education

Parent-to-parent mentoring program (URI Cooperative Extension); Parenting skills training (URI Cooperative Extension); Resource counselor for parents of children with disabilities (RI Parent Information Network); Infant toddler car seat distribution; Car and bicycle safety education; Child care and transportation to events

Infant and Pre-School Programs

Parents as Teachers (RI Youth Guidance, Starting Points); Home Instruction Program for Preschool Youngsters - HIPPY (Pawtucket District); Pawtucket Home Visiting Program; Even Start Family Literacy Program

Children's Learning and Enrichment

After-school clubs for grades 3-8; After-school enrichment program for grades 3-5 (URI 4-H Program); Four week summer camp for grades 3-4; Two-week summer enrichment institute for grades 5,6,7 (URI); Four-week summer academic program for grade 8; Support for the transition to middle school; Support for the transition to high school; Guaranteed Admissions Program with URI; Students as Mediators; Girls Mentoring program (Brown University)

School-Linked Health and Social Services

Social Skills groups (Community Counseling Center); School-based health center to open 9/98 (RI Department of Health, Blackstone Valley Health Center, Memorial Hospital); Lead poisoning screening and treatment (Starting Points, Fatima Clinic)

Adult Education

Adult Basic Education classes; GED classes; ESL classes (Swearer Center); Citizenship classes (Project Hope); Summer literacy programs

Family and Community Development

Annual Family Fair; Breakfast with Santa; Family Field Trip; Family fun activities; Bike Rodeo; Parent coffee hours (Project Hope, Americorps)

PROVIDENCE
CHILD OPPORTUNITY ZONE FAMILY CENTERS

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
*William D'Abate Elementary School	K-5	392	96%
Gilbert Stuart Elementary School	K-5	772	100%
Fogarty Elementary School	K-5	529	100%
Camden Avenue Elementary School	K-5	638	97%

*Of the four schools with COZ Family Centers, only the William D'Abate Family Center submits applications to and receives funding through the state COZ Family Center initiative described in this publication. The remaining three COZ Family Centers are part of The Providence Plan's Enterprise Community COZ Family Centers. The Gilbert Stuart COZ is operated by Dorcas Place Family Literacy Center, the Fogarty Elementary School COZ by the Salvation Army, and the Camden Avenue School COZ by the Smith Hill Center. The following information refers only to William D'Abate COZ.

Advisory Board

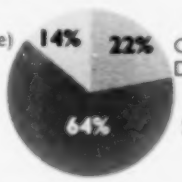
The D'Abate COZ Family Center does not have an official governing board. A number of agencies serving the Olneyville neighborhood meet on a monthly basis to share information and to provide input on programs.

Community Location

The D'Abate COZ is located in a large suite of offices/classrooms adjacent to the school building. There is no direct access to the school from the Family Center, which has office space for program staff from the COZ Family Center, Parents Making a Difference, Olneyville Housing, the Rhode Island Parent Information Network, the U.S. EPA, and Providence Community Police. Conference and classroom space in the Center is used by a variety of agencies and community groups.

Funding 1997-1998 for D'Abate COZ Family Center: $159,569

(does not include support from health and human service agencies, or contributions of parent and community volunteers; does include in-kind from the Providence School Department).


Starting Points (Department of Education, Department of Health, United Way, Carnegie)
14%
22%
64%
COZ Family Center (Department of Education, Department of Health, United Way)
School District

Program Components at the D'Abate COZ Family Center

Parent Support and Education
D'Abate COZ Family Center; Parents Making a Difference Family Center (Americorps) ; Resource counselor for parents of disabled children (RI Parent Information Network); Parenting skills workshops; Information and referral; Housing information and workshops

Children's Learning and Enrichment
Support transition to middle school; Peer mentoring for fifth graders (TIDES); Summer lending library; After-school computer club

School-Linked Health and Social Services
Immunization clinics (Travelers Aid); Mental health counseling for student and families (TIDES, RI Youth Guidance); Child outreach screening (Providence School Department)

Adult Education
Community access computer lab (TechCorps); Child care worker job training (Starting Points); Job training (Youthbuild); GED and ESL classes (RIRAL, Adult Academy); College, career, job skills counseling, scholarship information (URI, CCRI, EEOC)

Family and Community Development
Community projects in Olneyville; Community police office at Family Center (Providence Police Department); Environmental outreach and education (Olneyville Housing); Greenway Project (Providence Plan)

Contact:
Thomas DiPippo, Director of Federal Programs
Participating Schools:
4 Elementary Schools
Auspices: Providence School Department
Affiliations:
Providence Enterprise Community, The Providence Plan
Address:
Providence School Department
797 Westminster Street
Providence, RI 02903
(401) 456-9220

D'Abate COZ
Contact:
Kathie Hackett, Coordinator
Auspices:
Providence School Department
Affiliations:
Carnegie Starting Points
Address:
Wm. D'Abate COZ
17 Hyat Street
Providence, RI 02909
401-546-1710
Staff:
1 Coordinator (full-time)
1 Clerk (full-time)

WESTERLY
CHILD OPPORTUNITY ZONE FAMILY CENTER

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
Westerly High School	9-12	1,004	7%

Contact:
Sally Mitchell,
School Psychologist/
WISSP Coordinator
Participating Schools:
1 High School
Auspices:
Westerly School Department
Address:
Westerly Integrated Social Services Program
Westerly High School
23 Ward Avenue
Westerly, RI 02891
(401) 596-0315 ext. 218
(401) 596-2109

Staff:
1 Coordinator (part-time)
1 Program Assistant (full-time)

Advisory Board

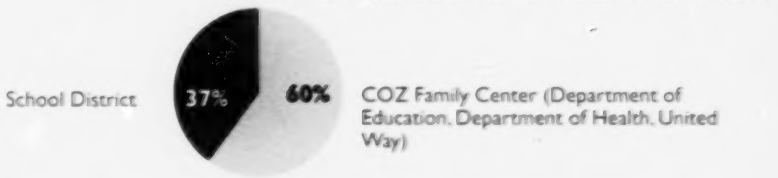
The Westerly Integrated Social Services Program has an Advisory Council of 17 members representing the school, human service agencies, town government, community members, and families. The advisory council meets 6-8 times a year to set the strategic direction of the WISSP Program and to provide input on programs and services. A Teen Committee of 15 students meets bimonthly to plan programs and to provide feedback on existing services.

School Location

WISSP is located in a suite of offices on the first floor of Westerly High School, adjacent to the Guidance Department and School-to-Career program. WISSP has a reception area that is staffed during the school day, 4 office spaces, and a medium size conference room. Programs are offered in the WISSP offices, throughout the school, and in the community.

Funding 1997-1998: $58,200

(does not include in-kind support from school district, in-kind support from health and human service agencies, or contributions of parent and community volunteers).


3% Other (Substance Abuse Task Force, Town, Donations)
School District
37%
60%
COZ Family Center (Department of Education, Department of Health, United Way)

Children achieve success in school.

Children and families are physically, mentally, and emotionally healthy.

Program Components

Children's Learning and Enrichment

Peer Tutoring Program
Natural Helpers Program - Peer Mediation
Teen Helpline student volunteer training
WISSP Teen Committee

School-linked health and social services

Information, referral, and follow-up for individual students
Teen Helpline 2pm - 10 pm
Teen parenting group (Visiting Nurse Services)
Dating violence education and support (Women's Resource Center)
Anger management groups (DAPAC)
Nutrition counseling (Westerly Hospital)
Bereavement counseling (VNS Hospice)
Al-A-Teen
Juvenile hearing board referrals for services
Substance abuse assessment and referral (Marathon; Sympatico)
Family meetings and counseling (DCYF)
Individual counseling (South County Child and Family Consultants)
Emergency crisis intervention (South Shore Mental Health)
Joint staff development for schools, human service agencies

Adult Education

GED Program and Tutoring (Washington County Adult Learning Center)

WOONSOCKET
CHILD OPPORTUNITY ZONE FAMILY CENTER

COZ Schools	Grade Levels	Total Enrollment	Percent Low-Income
Second Avenue School	K-3	63	100%
Fifth Avenue School	K-2	204	90%
Coleman Elementary School	3-5	277	91%
Citizens Memorial School	K-5	274	92%

Contact:
Terese Curtin, Executive Director
Participating Schools:
4 Elementary Schools
Auspices:
Connecting for Children and Families
Woonsocket Education Department
Affiliations:
Carnegie Starting Points
Address:
Fairmount Family Center
28 First Avenue
Woonsocket, RI 02895
(401)766-3384
Staff:
1 Executive Director (full-time)
1 Community Outreach Worker (full-time)
1 Secretary/Receptionist (full-time)
1 Starting Points Coordinator (part-time)

Advisory Board

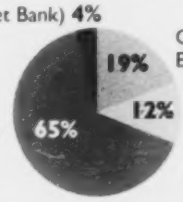
The Board of Connecting for Children and Families acts as the governing council for the Child Opportunity Zone. This 15-member Coordinating Council has fifty-one percent parents and forty-nine percent human service, education, business, and civic leaders. The Coordinating Council sets the strategic direction and gives advice on programs to be offered that meet parent priorities.

School and Community Locations

The Fairmount Family Center operated by Connecting for Children and Families is the primary site for the Woonsocket COZ. Activities of the Fairmount Family Center are linked with three schools in the Fairmount neighborhood, all within a three-block area. Staff work with children and families at the Family Center, in the neighborhood, and in the schools. There is a family resource room in the Coleman school and activities are offered on site at Coleman after-school. A school-based health center is being planned for Coleman School and a Family Room is planned for Citizens Memorial.

Funding 1997-1998: $183,700

(does not include in-kind support from school district, in-kind support from health and human service agencies, or contributions of parent and community volunteers).


Other (United Way, Citizens Bank, Fleet Bank) 4%
19%
COZ Family Center (Department of Education, Department of Health, United Way)
12%
Starting Points (Department of Education, Department of Health, United Way, Carnegie)
65%
The Rhode Island Foundation

Program Components

Parent Support and Education
Fairmount Family Center; Family resource room at Coleman School; Information, referral, and follow-up; Parent support groups; Resource Counselor for parents of children who are disabled (RI Parent Information Center); Neighbor-to-neighbor prenatal support; Parent-to-parent mentoring; Outreach home visits; Translation services; Child care for events; Infant toddler car seat distribution; Car safety education

Infant and Pre-School Programs
Family Literacy Program (Even Start)

Children's Learning and Enrichment
After-school clubs and mini-courses; Self-esteem program (URI); Sports and art classes (Northern RI Mental Health Center); 6-Week Summer Camp for ages 4-11; Summer Teen Employment (Family Resources); Neighborhood teen action group; Parent-teacher coffee hours; Translation support for the school events and IEPs

School-Linked Health and Social Services
Immunization clinic (Thundermist); Supervised family visits at the Family Center (DCYF); School-based health center planned for Coleman School (Thundermist Health Center)

Adult Education
ESL and computer classes (RIRAL, Literacy Volunteers); Internships for adults enrolled in Pathways Program; Family home child care provider training

Family and Community Development
Neighborhood safety committee; Lending library at the school; Safe Sitters class; Neighborhood newsletter; Multicultural festival; Family activities

Children achieve success in school.

Parents have resources that support their role as parents.

Parents are involved in their children's education.

Children and families are physically, mentally, and emotionally healthy.

Endnotes

[1,3] Shore, R. (1997). *Rethinking the Brain*. New York: Families and Work Institute.

[2] *Starting Points: Meeting the Needs of Our Youngest Children* (1994). New York: Carnegie Corporation of New York.

[4] *Years of Promise: A Comprehensive Learning Strategy for America's Children* (1996). New York: Carnegie Corporation of New York.

[5,10] Shartrand, A.M., Weiss, H.B., Kreider, H.M., & Lopez, M.E. (1997). *New Skills for New Schools: Preparing Teachers in Family Involvement*. Cambridge, MA: Harvard Family Research Project.

[6,7,8,11] Dryfoos, J.G. (1994). *Full-Service Schools*. San Francisco, CA: Jossey-Bass, Inc.

[9] *Best Practices: Promising Practices* (1998). Quarterly publication of Georgia Academy (Vol. V, No. 3 Winter, 1998). Atlanta, GA: Georgia Academy Journal.

[12,13] Dryfoos, J.G. (1994). *Full-Service Schools*. San Francisco, CA: Jossey-Bass, Inc. and *The Future of Children: School-Linked Services* (1992). "Financing School-Linked Integrated Services" (Vol. 2, No. 1). Los Altos, CA: Center for the Future of Children, The David and Lucile Packard Foundation.

[14] Shaw, K.M. & Replogle, E. (1996). *Challenges in Evaluating School-Linked Services: Toward a More Comprehensive Evaluation Framework*. Cambridge, MA: Harvard Family Research Project.

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